USER GUIDE

This User Guide assists States with completing and submitting the *Perkins IV* Consolidated Annual Report (CAR). It focuses on features that distinguish *Perkins IV* reporting requirements from those of *Perkins III*.

If you cannot locate the information you are seeking, please contact the Help Desk or your Regional Accountability Specialist.

INTRODUCTION

The Consolidated Annual Report (CAR) collects annual enrollment, performance, accountability, and financial status reports on the State Basic Grant and Tech Prep Grant programs as authorized by the Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. 2301 et seq. as amended by P.L. 109-270 (*Perkins IV* or the Act).

The User Guide provides

- important information regarding *Perkins IV* reporting requirements;
- instructions and tips on how to prepare all CAR-related documents through both Web-based forms and Excel-based forms; and
- information on how to approve, submit and amend your CAR.

BASIC INFORMATION

OBTAINING PINS AND PASSWORDS

The State user name, password and Personal Identification Number (PIN) will be emailed to the authorized State officials, prior to the opening of the CAR in October 2011.

There are two PINs issued to each State: one to the State Career and Technical Education (CTE) director and a second to the State auditor or chief financial officer. Password and PIN information is only provided to the designated State officials. These individuals may distribute the password and PIN to other staff at their discretion.

The signer of the Financial Status Report (FSR) is the State auditor or chief financial officer. The person signing the FSR can use either their PIN for electronic submission, or sign their signature if submitting via hard copy, and will need to do it twice, once on the interim and once on the final form.

The State CTE director uses their PIN only once to certify the entire electronic CAR submission. Alternatively, the director can sign their signature if submitting via hard copy, and will need to do it only once.

If **you are not** the State CTE director, auditor, or chief financial officer but need the password, you may request access from your director or contact your State regional accountability staff (PDF). These individuals may grant permission for the Help Desk to provide you the password and PIN information.

Note: Each State is provided an official submission account as well as a testing account that allows you to familiarize yourself with the reporting Web site. The information on your testing account and your official account, will be emailed to the authorized State officials, prior to the opening of the CAR in October 2011. State officials may test the forms and the submission process using the testing account during beta-testing only; however, for the official submission, please only use your State's official CAR account.

USING 1997 STANDARDS FOR RACE/ETHNICITY DATA

States will report using the 1997 Standards for Race/Ethnicity categories, unless otherwise noted.

CHOOSING BETWEEN THE EXCEL OR WEB APPROACH

The first time a State enters the Web site, you will have the option to choose which method - Web or Excel - you will use to prepare your submission. Once you have selected your method of preference, the system will automatically load this method's Forms & Reports upon login. **You are permitted to switch methods during the process.**

We advise you to read **Tips for Excel Users** to decide early on which method you want to use. This will help prevent extra effort and possible re-work.

TIPS FOR EXCEL USERS

The Tips for Excel Users are especially important if you are using the Excel approach. These tips will help you avoid some common pitfalls.

1. **Downloading and Uploading forms**

   A. When downloading an Excel spreadsheet from the CAR Web-based data collection system it is important to quickly click the **"Save"** button and name the file. Also, it is important to remember to **"Save"** the Excel spreadsheet prior to uploading your data to the Web-based data collection system; and

   B. After an Excel file has been uploaded to the CAR Web-based data collection system, users may update their data using this format. Remember, if a user updates their data in the Excel format they **must again** upload the file to the Web-based data collection system.

2. **Avoid Using Unprotected Files**

   The Excel workbooks are password-protected, to prevent users from modifying the format, formulas or content of the workbooks. The user can only input data to them. The password for the workbooks is not the same as the one used to log into the Web site, and OVAE does not distribute it to Web site users. If any State representative requires an unprotected workbook, please submit a request to the Help Desk, and you will be sent the workbook. Please note that unprotected files are for the user's internal use only.

3. **Copying and Pasting Data from Distributed Files into a Master Excel File**

   We **strongly discourage** copying and pasting data into Excel forms as three major potential problems may occur:

   A. Labels and identities for data are changed or deleted. The submission of data will either fail, or data will not be submitted properly, for example, Basic Grant data could be submitted as Tech Prep data;

   B. Formulas are changed or removed, which will result in automatic calculations not working properly; and

   C. Data validation checks are also changed and removed.

   However, **should it be necessary for administrative purposes**, (for example, combining data submitted by secondary division, with data from postsecondary division) please follow these steps.

   D. Distribute an Excel file to different persons to work on.

   E. Collect Excel files with data, open them one-by-one, copy data and paste to the master Excel file:

      a. Copy the consecutive un-shaded area each time (do not copy the shaded area);
      b. Highlight the same area in the destination Excel, right click the selected area --> click on "paste special" --> choose "values" --> click "ok"; and
      c. Repeat Step B until all data on the source file have been pasted to the master Excel file.

   F. Upload the master Excel to the CAR Web site.

COMPLETING FORMS USING EXCEL APPROACH

Note: With the Excel approach, once you have uploaded your workbook, you will need to complete the approval process on the Web site. The navigation menu allows you to switch to the Web approach if you change your mind about the approach you want to use.

The **Forms and Reports** section details the various components of the CAR forms. These forms are consolidated into Excel workbooks that are downloaded onto the user's computer and later uploaded. The icons allow the user to track where they are in the submission process — whether a particular workbook has already been downloaded and then, later submitted to the system.

To input data into the different documents, select the link from the **Forms and Reports**. This will provide you with the set of forms that you will need to fill out. Follow the directions and save the workbook to your personal computer. You may name the file anything. Once you download the file, the icon will update indicating that the file has been downloaded. To fill out the workbook, open the file on your personal computer. You do not need to be logged onto the CAR Web site to complete the Excel workbooks.

Note: It is important if multiple people within the State are completing the forms that only a single workbook be used for each component of the CAR.

Before you begin you must "**Enable Macros**" on your computer to successfully fill out the forms. If your macros are DISABLED you will see error codes such as "#NAME?" within the cells of the form. If your Macros are ENABLED this same file will populate with numbers as you complete the forms.

Most users will see a pop-up window when opening the CAR Excel forms that allows the selection of Enable Macros. These files have been checked for viruses and should not harm your system. For more detailed instructions on how to enable macros, click here (PDF).

COMPLETING FORMS USING WEB APPROACH

Note: On the Web-based approach, each form may be accessed, saved individually, and completed in any order.

To input data into the different required forms, select the form you want to fill out from the **Forms and Reports** section. Required forms for all States include the Cover Sheet, Narrative (which you will complete in Word or any similar text editor and upload to the system), Financial Status Reports (Interim and Final), separate CTE participant and CTE concentrator enrollment forms, and all core indicators for which your State has negotiated a target level of performance with the Office of Vocational and Adult Education (OVAE). Some States have adult data and they should fill out the forms provided, but these forms are not required for all States.

On the left hand side of home page you will find links to a variety of resources. These include:

- Various components of the CAR **Forms and Reports** and links to each form that your State will need to access and complete;
- The **Switch Approach** link which allows you to change the approach you are using (in this case switching from the Web-based to the Excel-based approach) if you decide that you would prefer to use the other submission method. As stated earlier, we advise you to decide early on which method you want to use, so you do not expend a lot of effort on possible re-work;
- The **Download your Data** link which allows you to download your past and present reported submissions;

- The **User Guide** section which describes the various components of the CAR forms and links to each form that your State will need to access and fill out;
- The **Contacts** link which allows you to access the Help Desk if you are experiencing any technical problems or need to ask a question about using the electronic tool. It also provides the contact information for the Accountability staff at OVAE;
- The **Assign a Technical Point of Contact** link which allows States to identify staff that could be a secondary point of contact for your State, when the State CTE director is not available;
- The **Final Approval** link which will take you to the area of the Web site where the State CTE director and the State auditor/financial officer reviews and attests to the CAR submission and enters the PIN number that was provided to finalize submission; and
- A **Log Out** link that closes your session and takes you out of the Web site.

DOWNLOADING BLANK FORMS FOR IN-STATE USE

Blank Accountability Spreadsheets are available for download for in-State use. States may download this blank Excel workbook, which contains spreadsheets for all Core Indicators of Performance, for internal use only. Completing this workbook can help you gather the performance data required for submission to the CAR and EDFacts systems.

These Accountability Spreadsheets are for in-State use only and **cannot** be uploaded to the CAR system. To find blank forms that can be uploaded to the CAR system, switch your approach to Excel Approach and then choose Your Forms & Reports.

EDFACTS WEBSITE

States will report 1S1, 1S2, 2S1, 3S1, 4S1, 6S1 and 6S2 Performance Indicators data using the EDFacts system. Learn more about the EDFacts system.

Be sure to review the EDFacts Workbook, which provides an overview of EDFacts and how files are submitted. It is available online at the bottom of the EdFacts website.

Secondary Performance Indicator data must be submitted to the EDFacts system in a format meeting certain file specifications. The table below offers an overview of the file specifications for data to be submitted to the EDFacts system. You can also learn more about EDFacts File Specifications on the EDFacts website.

Note: States should include comments regarding their EDFacts data in their narrative.

Data Group Name	File	Indicator
CTE concentrators academic achievement table	X/N142	1S1 and 1S2 both numerator and denominator

CTE concentrators exiting table	X/N082	3S1 denominator
CTE concentrators graduates tables	X/N08	3S1 numerator
CTE concentrators in graduate rate table	X/N154	4S1 both numerator and denominator
CTE concentrators in programs for non-traditional table	X/N156	6S2 both numerator and denominator
CTE concentrators technical skills table	X/N157	2S1 both numerator and denominator
CTE participants in programs for non-traditional table	X/N155	6S1 both numerator and denominator

REQUIRED AND OPTIONAL CONTENT

CHECKLIST OF ALL REQUIRED REPORT FORMS

The Secretary requires in Perkins IV for States to submit performance data for each program year (July 1, 2008 through June 30, 2013) in the new legislation.

A State that submitted a 5-year plan is therefore required to complete and submit a cover page, narrative, fiscal data, and performance data forms in its CAR submission for the program year (July 1, 2010 through June 30, 2011), which is due to the Department on December 31, 2011.

Student Enrollment Forms:

1. Enrollment of CTE Participants
2. Enrollment of CTE Concentrators
3. Tech Prep

Student Accountability Forms for the Sec. 113 Core Indicators of Performance (Title I) – Secondary Level:

1. 1S1 – Academic Attainment in Reading/Language Arts – **Report in EDEN**
2. 1S2 – Academic Attainment in Mathematics – **Report in EDEN**
3. 2S1 – Skill Attainment – **Report in EDEN**
4. 3S1 – Student Completion Rates – **Report in EDEN**
5. 4S1 – Student Graduation Rates – **Report in EDEN**
6. 5S1 – Student Placement Data
7. 6S1 – Nontraditional participant Data – **Report in EDEN**
8. 6S2 **-** Nontraditional concentrator Data – **Report in EDEN**

Student Accountability Forms for the Sec. 113 Core Indicators of Performance (Title I) – Post-Secondary Level:

1. 1P1 – Academic Attainment in Reading/Language Arts
2. 2P1 – Student Credential/Diploma
3. 3P1 – Student Retention/Transfer

4. 4P1 – Student Placement Data
5. 5P1 – Nontraditional Participant Data
6. 5P2 – Nontraditional Concentrator Data

Student Accountability Forms for the Sec. 113 Core Indicators of Performance (Title I) – Adult Level (if the State elected to submit such data):

1. 1A1 – Academic Attainment in Reading/Language Arts
2. 1A2 – Student Graduation Rates
3. 3A1 – Student Retention
4. 4A1 – Student Placement Data
5. 5A1 – Nontraditional Participant Data
6. 5A2 – Nontraditional Concentrator Data

Student Accountability Forms for the Sec. 203 Core Indicators of Performance (Title II) – Tech Prep (if the State did not combine Title I and Title II):

1. 1STP1 – Enroll in postsecondary education
2. 1STP2 – Enroll in postsecondary in the same field or major
3. 1STP3 – Complete a State or industry-recognized certification or licensure
4. 1STP4 – Complete courses that award postsecondary credit
5. 1STP5 – Enroll in remedial mathematics, writing, or reading courses
6. 1PTP1 – Employment after graduation
7. 1PTP2 – Complete a State or industry-recognized certificate or licensure
8. 1PTP1 – Complete a 2-year degree or certificate
9. 1PTP2 – Complete a baccalaureate degree program

Each of these forms requires a State to provide data for all students (aggregate data), as well as disaggregated data for students by ethnicity and special population categories described in Sec. 3(29) of Perkins IV and other student categories as described in Sec. 1111(h)(1)(c)(i) of No Child Left Behind.

States will report 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2 performance data in their State EDFacts system. The Enrollment, Post-Secondary, Adult Level, and Tech Prep performance data forms, can only be submitted in the CAR system.

Sec. 205 of *Perkins IV* also requires each eligible agency that receives a tech prep allotment to report the following:

- A narrative report describing the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the State;
- Report on their *Perkins IV* Title I (State basic) and Title II (tech prep) grants for the same fiscal year on the same form;
- The number of secondary and postsecondary tech prep students for all its consortia on the Enrollment of CTE Participants form;
- Tech prep students as a disaggregated population on all required accountability data forms; and
- Nine performance indicators on two separate forms: five for secondary tech prep students and four for its postsecondary tech prep students.

Checklist

COVER PAGE

Instructions

1. Enter the grant recipient organization's name and address;

2. Specify the program year covered in the report, e.g. July 1, 2010 through June 30, 2011;

3. Enter PR/Award numbers as indicated in Block 5 of the Grant Award Notifications for the Basic Grant to States and Tech Prep;

4. Indicate whether the grant recipient has consolidated any of its Title II grant with its Title I grant during the program year covered by this report by checking the appropriate box;

5. Enter name and title of the authorized certifying official/State director, grant recipient organization's name and the telephone, and e-mail address of the certifying official;

6. Include any remarks that are necessary to explain any specifics in the report. Attach additional information if needed;

7. The Executive Officer, or designee, of the grant recipient, as appropriate, must certify the report. Entry of a PIN upon electronic submission will be considered as official certification of the report. Directors, or their designee, will approve all data as an attestation of its accuracy by entering the PIN that was supplied by the Department of Education;

8. Place a check in the box for any section where the lead individual completing and certifying the narrative, financial status report, or the performance report is the same as the State CTE director listed on the previous page; and

9. Provide the name, title, agency name and address for any section where the lead individual is different than the State CTE director listed on the previous page.

COMPOSING THE NARRATIVE

This section is based on the information collection submission made by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006.

There is no form for the narrative. Please write this section as you would any text document, typically using Microsoft Word or some other word processing software. The system also accepts PDF files. The entire narrative report must not exceed 20 pages.

Student Definitions

Please provide the following:

- State definition of a Secondary CTE Participant
- State definition of a Secondary CTE Concentrator
- State definition of a Postsecondary CTE Participant
- State definition of a Postsecondary CTE Concentrator

Each State must address in the report all the items below, and to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year (July 1, 2010 - June 30, 2011).

1. **Implementation of State Leadership Activities**

   Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your State has chosen to undertake** during the program year.

   a. **Required Use of Funds**:

      - Conducting an assessment of the career and technical education programs funded under *Perkins IV*;
      - Developing, improving, or expanding the use of technology in career and technical education;
      - Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;
      - Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;
      - Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations
      - Supporting partnerships among local education al agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study;
      - Serving individuals in State institutions;

- Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and
- Offering technical assistance for eligible recipients.

b. **Permissible Activities Include**:

- Improving career guidance and academic counseling programs;
- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;
- Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;
- Supporting career and technical student organizations;
- Supporting public charter schools operating career and technical education programs;
- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
- Supporting family and consumer sciences programs;
- Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;
- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;
- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*;
- Providing activities to support entrepreneurship education and training;
- Providing career and technical education programs for adults and school dropouts to complete their secondary school education;
- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;
- Developing valid and reliable assessments of technical skills;
- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and
- Supporting occupational and employment information resources.

2. **Progress in Developing and Implementing Technical Skill Assessments**

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each State is required to gather data and report annually to the

Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a State may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each State to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the State had technical skill assessments; (2) the estimated percentage of students who would be reported in the State's calculation of career and technical education concentrators who took assessments; and (3) the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future. Please provide an update on your State's progress and plan for implementing technical skill assessments with respect to items one through three above.

3. **Implementation of State Program Improvement Plans**

Sec. 123(a)(1) of *Perkins IV* requires each State, that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(3) of *Perkins IV*, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of *Perkins IV*. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the State failed to meet its State adjusted levels of performance for any of the core indicators of performance.

Please review your State's accountability data in Part D of this report. If your State failed to meet at least 90 percent of a State-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please provide a State program improvement plan that addresses, at a minimum, the following items:

- The core indicator(s) that your State failed to meet at the 90 percent threshold;
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- The staff member(s) in the State who are responsible for each action step; and
- The timeline for completing each action step.

4. **Implementation of Local Program Improvement Plans**

Sec. 123(b)(1) of *Perkins IV* requires each State to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of *Perkins IV* further requires that if the State, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Please review the accountability data submitted by your State's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

5. **Tech Prep Grant Award Information**

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the State. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

Please review the accountability data submitted by your State's consortia as described in Sec. 203(e) of *Perkins IV*. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

INCORPORATING/UPLOADING THE NARRATIVE

Once you have completed writing the narrative, please follow these steps to upload the report:

- Save the Narrative on your personal computer; and
- Press the BROWSE button on the Web page, locate the electronic file on your personal computer, and then press the UPLOAD button. The process is similar to attaching a document to an e-mail.

Your electronic Narrative file will be formatted as a Word document. Please note if you have any tables or charts within your Word file, those sections may lose their original format.

Note: You may upload only **one** narrative document. Please combine your main narrative text and all attachments into one single file before uploading. Contact the [Help Desk] for assistance in combining multiple files.

FINANCIAL STATUS REPORT

This section is based on the information collection submission made by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006.

Basic Reporting Requirements

Federal funds under *Perkins IV*, similar to most State-administered programs, are available for obligation in the State for a 15 month period from July in the fiscal year for which the funds were appropriated through September 30 of the following fiscal year (referred to as the "funding period"). Any unobligated *Perkins IV* funds (referred to as "carryover funds") are then covered by the so-called "Tydings Amendment," which gives States an additional 12 months to obligate those funds. As a result, a State has up to 27 months to obligate funds awarded in any fiscal year. A State cannot make additional obligations against the grant award after the end of the Tydings period. A State has three months following the 27 month period in which to liquidate its obligations.

A State must complete two separate forms to meet the requirement for the submission of annual Financial Status Reports (FSRs) to the Department: an interim FSR and a final FSR. The interim report covers the first 15 month period for which the grant was awarded, while the final report covers the entire 27 month period for which the grant was awarded. A State must liquidate all existing obligations at the time it files its final FSR.

The report is final when there are no additional outlays or obligations against the grant award and all existing obligations have been liquidated. FSRs that are not final are considered interim reports.

Complete the interim report if all existing obligations have not been liquidated and a final report if there are no unliquidated obligations.

States report on their *Perkins IV* Title I (State basic) and Title II (tech prep) grants for the same fiscal year on the same form. States that use the Perkins CAR Web-based approach will be able to take advantage of the automatic calculations built into the system to add and subtract the rows and columns as denoted below.

Instructions for Completing the FSR Forms

a. **Grant Information Blocks I through XII**

Above the FSR matrix are the following items, which must be completed:

Block I State Name the name of the State submitting the FSR;

Block II Federal Funding Period the 15 month funding period for the Title I and Title II grant awards (i.e., July 1, 2010 through September 30, 2011);

Block III FSR Report Period the dates covered by the FSR. The dates for the interim FSR report may span up to a 15 month period (i.e., July 1, 2010 through September 30, 2011) and the final report may span up to a 27 month period (i.e., July 1, 2009 through September 30, 2011);

Block IV Accounting Basis the accounting method used by the State to track program expenditures (e.g., cash or accrual);

Block V Grant Award Numbers the grant award numbers for the Title I and Title II grants;

Block VI Title I Grant Award Amount the amount of the Title I grant award as indicated on the grant award notification (GAN);

Block VII Title II Grant Award Amount - the amount of the Title II grant award as indicated on the grant award notification (GAN);

Block VIII Title II Funds Consolidated with Title I Funds - the amount of Title II funds that the State consolidated with its Title I funds during the funding period;

Block IX Total Title I Funds the sum of the Title I grant award and Title II consolidated funds; **(Block VI plus Block VIII)**

Block X Total Title II Funds the amount of Title II funds remaining after the consolidation of any Title II funds with Title I funds; **(Block VII minus Block VIII)**

Block XI Amended Final FSR a check (P) in the box indicates that the State is filing an amended final FSR as of the date indicated on the accompanying line. See Section I, Item D for further instructions on submitting an amended final FSR;

Below the FSR matrix is the following item, which must be completed.

Block XII - the report must be certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This authorized individual may use the PIN supplied to the State by the Department per the instructions listed in Section I, item B. The use of the PIN to certify and submit the CAR is the same as certifying and signing the document.

b. **Line Items Rows A through W**

   Below are row headings that appear on the FSR matrix. Headings are listed in the order in which they appear (top to bottom) on the FSR. Unless otherwise specified, a State must provide information pertaining to each of these rows on the columns of the FSR as indicated below.

Row A Total Title I Funds - the total amount of the grant award made to the eligible agency under Sec. 111 of Title I of the Act for the funding period covered by the FSR. This amount includes any Title II funds that the eligible agency has chosen to consolidate with its Title I funds to meet the purposes of Title I of *Perkins IV* as indicated in Block IX. ***No information needs to be entered for this row on the FSR;***

Row B Local Uses of Funds the total amount of funds under Title I of *Perkins IV* that the eligible agency distributes to eligible recipients. This amount shall not be less than 85 percent of the total Title I allocation. ***No information needs to be entered for this row on the FSR;***

Row C Reserve - the total amount of funds under Title I of *Perkins IV* that the eligible agency makes available as a reserve for eligible recipients under Sec. 112(c) of *Perkins IV*. This amount shall not be more than ten percent of the funds made available for distribution to eligible recipients. ***No information needs to be entered for this row on the FSR;***

Row D Funds for Secondary Recipients - enter information pertaining to the amount of reserve funds made available to secondary recipients;

Row E Funds for Postsecondary Recipients - enter information pertaining to the amount of reserve funds made available to postsecondary recipients;

Row F Total - enter information pertaining to the total amount of reserve funds made available to eligible recipients; **(Row D plus Row E)**

Row G Formula Distribution - the total amount of funds under Title I of *Perkins IV* that the eligible agency distributes by formula under Sec. 131 and 132 of *Perkins IV* to eligible secondary and postsecondary recipients, respectively, after subtracting any funds to be distributed under a reserve. ***No information needs to be entered for this row on the FSR;***

Row H Funds for Secondary Recipients enter information pertaining to the amount of funds distributed by formula to secondary recipients;

Row I Funds for Postsecondary Recipients enter information pertaining to the amount of funds distributed by formula to postsecondary recipients;

Row J Total - enter information pertaining to the total amount of funds distributed by formula to eligible recipients; **(Row H plus Row I)**

Row K Total Local Uses of Funds - enter information pertaining to the total amount of Title I funds that the eligible agency distributes under the reserve and by formula to eligible recipients; **(Row F plus Row J)**

Row L State Leadership - the total amount of funds under Title I of *Perkins IV* that the eligible agency uses to carry out the State leadership activities described in Sec. 124 of *Perkins IV*. This amount shall not be more than ten percent of the eligible agency's total Title I funds.

No information needs to be entered for this row on the FSR;

Row M Nontraditional Training and Employment - enter information pertaining to the total amount of State leadership funds made available for services that prepare individuals for non-traditional fields. This amount shall not be less than $60,000 and not be more than $150,000;

Row N State Institutions - enter information pertaining to the total amount of State leadership funds made available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities. This amount shall not be more than one percent of the eligible agency's total Title I funds;

Row O Other Leadership Activities - enter information pertaining to the amount of other State leadership funds made available;

Row P Total State Leadership - enter information pertaining to the total amount of Title I funds for State leadership activities; **(Row M plus Row N plus Row O)**

Row Q State Administration - the total amount of Title I funds that the eligible agency uses to carry out the State administration activities described in Sec. 121 of *Perkins IV*. This amount shall not be more than five percent, or $250,000, whichever is greater of the eligible agency's total Title I funds. ***No information needs to be entered for this row on the FSR;***

Row R Total State Administration - enter information pertaining to the total amount of Title I funds for State administration activities;

Row S Total Title I Funds - enter information pertaining to the total amount of funds that the eligible agency uses to carry out activities under Title I of *Perkins IV*. This amount includes funds for local uses, State leadership, and State administration; **(Row K plus Row P plus Row R)**

Note: Rows T through W of the FSR must be completed if the State uses all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV*.

Row T Total Title II Funds the total amount of the grant award funds made to the eligible agency under Title II, Sec. 201 of *Perkins IV* from the grant covered by the FSR less any Title II funds that the eligible agency chooses to consolidate with its Title I funds during the program year as indicated in Block IX. ***No information needs to be entered for this row on the FSR;***

Row U Funds for State Administration enter information pertaining to the total amount of Title II funds used by the eligible agency for the administration of tech prep programs in the State;

Row V Funds for Local Consortia enter information pertaining to the total amount of Title II funds awarded to local consortia that meet the requirements of Sec. 203(a) of *Perkins IV*;

Row W Total Title II Funds enter information pertaining to the total amount of funds that the eligible agency uses to carry out activities under Title II of *Perkins IV*;**(Row U plus Row V)**

c. **Line items - Columns 1 through 11**

The column headings on the FSR matrix are used to track expenditures for each of the rows noted above and are generally self-explanatory. Notes are provided below to further assist you in completing the FSR.

Column 1 Net Outlays Previously Reported this column will be blank for the interim report; for the final report, this column should reflect column 4 of the interim report;

Column 2 Total Outlays This Report Period this column reports first-year expenditures for the interim report and carry-over year expenditures on the final report. It includes non-federal outlays made during the reporting period;

Column 3 Program Income Credits this column reports program income, which is discussed in detail in EDGAR at 34 CFR 80.25. This column will be blank in most instances;

Column 4 Net Outlays This Report Period this column eliminates program income from total outlays; **(Column 2 minus Column 3)**

Column 5 Net Outlays To Date this column reports net outlays to date. This column is the same as column 4 on the interim report; for the final report, this column is the sum of column 1 and column 4; **(Column 1 plus Column 4)**

Column 6 Non-Federal Share of Outlays this column reports non-Federal outlays, including the State expenditures to meet the matching and hold-harmless requirements of Secs. 112(b) and 323(a) of *Perkins IV*;

Column 7 Total Federal Share of Outlays this column establishes the total level of Federal outlays by eliminating non-Federal outlays; **(Column 5 minus Column 6)**

Column 8 Federal Share of Unliquidated Obligations this column establishes the Federal level of unliquidated obligations;

Column 9 Federal Share of Outlays and Unliquidated Obligations this column represents the total outlays made and the level of unliquidated obligations outstanding; **(Column 7 plus Column 8)**

Column 10 Federal Funds Authorized this column should reflect the available resources from the total Title I and the total Title II grant funds (Blocks IX and X, respectively) earmarked for the specific row purpose;

Column 11 Balance of Federal Funds this column should reflect only unobligated funds available for the carry-over year for the interim report; for the final report, this column must reflect the amount of lapsed funds that the State is returning to the federal treasury; **(Column 10 minus Column 9)**

PERFORMANCE REPORTS: GENERAL GUIDANCE

Note: You may notice that some of the Basic Reporting Instructions as it relates to enrollment and accountability forms are similar. For example, States must provide disaggregated data on: (1) the Student Enrollment Form on CTE Participants; and (2) the Accountability Data Forms for the *Perkins IV* Sec. 113 Core Indicators of Performance (Title I State Basic Grant).

Basic Reporting Instructions

A State must report performance data for the preceding program year. For example, in its December 31, 2011 CAR submission, a State must report performance data for the program year covering July 1, 2010 through June 30, 2011.

A State must report on all students participating in public career and technical education in the State, meaning that a State must report on both its Perkins funded and non Perkins funded public career and technical education programs, including those at public charter schools. Further, a State also must report on all students participating in career and technical education at private agencies or institutions that receive Perkins funds in the State.

When completing the enrollment and accountability forms, a State must use its definitions for a "CTE participant" and "CTE concentrator" at the secondary, postsecondary, and, if applicable, adult levels as described in its Final Agreed Upon Performance Levels (FAUPL) form incorporated into its approved final *Perkins IV* State Plan.

Reporting Disaggregated Data on Student Enrollment Form for CTE Participants and Accountability Data Forms for Sec. 113 of *Perkins IV*

A State must provide disaggregated data on: (1) the Student Enrollment Form on CTE Participants; and (2) the Accountability Data Form for the Perkins IV Section 113 Core Indicators of Performance (Title I - State Basic Grant). Definitions for the race, ethnicity, special populations, and other student categories are provided in Definitions: Gender, Racial/Ethnic and Special Populations.

Consistent with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data issued by the Department on October 19, 2007 (available at 72 FR 59266 http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.pdf), a State reports the required data disaggregated by race and ethnicity using the categories and definitions based on:

- The Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15) issued by OMB in 1997

In particular, a State should note the differences in how a local recipient collects data and how a State reports the aggregate data to the Department. A State will be required to implement this final guidance no later than the fall of 2010 for the 2010-2011 school year and is encouraged to do so before then.

A State must provide disaggregated data for each of the special populations, as defined in Sec. 3(29) of *Perkins IV*. Definitions for the special population categories are provided below.

A State also must provide disaggregated data for each of the categories of students described in Sec. 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), except that the Department must ensure that a State does not report duplicative disaggregated data. Based on this, a State must provide disaggregated data by gender, race, ethnicity, disability status as required by NCLB, and migrant status. Definitions for these categories of students are provided below.

Disaggregated data by special populations and other student categories may be duplicative counts; for example, a student may be both "limited English proficient" and "economically disadvantaged."

A State that retains all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV* must report its tech prep students as a disaggregated population.

DEFINITIONS: STUDENTS AND CORE INDICATORS OF PERFORMANCE

State Performance Measures: Sec. 113(b)(1) of "Carl D. Perkins Career and Technical Education Improvement Act of 2006" *(Perkins IV);*
Core Indicators of Performance for CTE Students at the Secondary Level: Sec. 113(b)(2)(A) of "Carl D. Perkins Career and Technical Education Improvement Act of 2006" (*Perkins IV);*
Core Indicators of Performance for CTE Students at the Postsecondary Level: Sec. 113(b)(2)(B) of "Carl D. Perkins Career and Technical Education Improvement Act of 2006" (*Perkins IV);*
Additional Indicators of Performance: Sec. 113(b)(2)(C) of "Carl D. Perkins Career and Technical Education Improvement Act of 2006" *(Perkins IV)*;
State Levels of Performance: Sec. 113(b)(3) of "Carl D. Perkins Career and Technical Education Improvement Act of 2006" *(Perkins IV)*; and
State Adjusted Levels of Performance for Core Indicators of Performance: Sec. 113(b)(3)(A) of "Carl D. Perkins Career and Technical Education Improvement Act of 2006" *(Perkins IV)*.

STUDENT DEFINITIONS

The following definitions are those which were offered as non-regulatory guidance by OVAE (March 13, 2007).

Secondary Level Definitions

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary/Adult Level Definitions

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry recognized credential, a certificate, or a degree.

MEASUREMENT DEFINITIONS

Each State will be able to enter numerator and denominator data as defined in their FAUPL and approved in the State Plan.

The following definitions are those which were offered as non-regulatory guidance by OVAE (March 13, 2007)

Secondary Level Definitions

1S1 : **Academic Attainment Reading/Language Arts (Report in EDEN)**

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

1S2: Academic Attainment - Mathematics (Report in EDEN)

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

2S1: Skill Attainment (Report in EDEN)

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

3S1: Secondary School Completion Rates (Report in EDEN)

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Student Graduation Rates (Report in EDEN)

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Sec. 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Sec. 1111(b)(2)(C)(vi) of the ESEA.

5S1: Secondary Placement Data

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2010 would be assessed between October 1, 2010 and December 31, 2010).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participant Data (Report in EDEN)

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Concentrator Data (Report in EDEN)

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary Level Definitions

1P1: Academic Attainment in Reading/Language Arts

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

2P1: Student Credential, Certificate, or Diploma

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

3P1: Student Retention or Transfer

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4 year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: Student Placement Data

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2010 would be assessed between October 1, 2010 and December 31, 2010).

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

5P1: Nontraditional Participant Data

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: Nontraditional Concentrator Data

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

DEFINITIONS: GENDER, RACIAL/ETHNIC AND SPECIAL POPULATIONS

This section is based on the information collection submission made by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006.

In completing the forms, each State must use the definitions for the race, ethnicity, special populations, and other student categories as described below. States must use 1997 standards to report race/ethnicity data.

Race and Ethnicity Categories in the 1997 Revised Standards

A State may report disaggregated data by race and ethnicity using the following categories and definitions based on the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15) that was issued by OMB in 1997:

- **American Indian or Alaskan Native** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment;

- **Asian** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam;

- **Black or African American** A person having origins in any of the Black racial groups of Africa;

- **Hispanic or Latino** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin;

- **Native Hawaiian or Other Pacific Islander** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands;

- **White** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa;

- **Two or More Races** A person belonging to two or more racial groups; and

- **Race and/or Ethnicity Unknown** A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

Special Populations and Other Student Categories Described in NCLB

Unless otherwise noted, the following categories and definitions are described in Section 3 of *Perkins IV*.

- **Individual with a Disability:** The term "individual with a disability" means an individual with any disability as defined in Sec. 3 of the Americans with Disabilities Act of 1990 (ADA). Under Sec. 3(2) of ADA, the term "disability" means, with respect to an individual: (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such impairment.

- **Migrant Status:** The term "migrant status" as used in Sec. 1111(h)(1)(C)(i) of ESEA is not defined; however, the Department strongly encourages a State to use the same definition of "migrant status" as a State uses in its annual State report card and as approved in its Consolidated State Accountability Workbook.

- **Displaced Homemaker:** An individual who

    A. (i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this Title; and
    B. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

- **Economically Disadvantaged:** Individuals from economically disadvantaged families, including foster children.

- **Individual with Limited English Proficiency:** A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

.whose native language is a language other than English; or

A. who lives in a family or community environment in which a language other than English is the dominant language.

- **Nontraditional Fields:** Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- **Single Parents:** The term "single parents" includes single pregnant women.

- **Special Populations:** The term "special populations" mean:

.individuals with disabilities;

A. individuals from economically disadvantaged families, including foster children;
B. individuals preparing for non-traditional fields;
C. single parents, including single pregnant women;
D. displaced homemakers; and
E. individuals with limited English proficiency.
F.

PERFORMANCE REPORTS: STUDENT ENROLLMENT DATA FORMS

States must complete two enrollment forms:

- Enrollment of CTE Participants; and
- Enrollment of CTE Concentrators.

Instructions for Completing the "Enrollment of CTE Participants" Form

Note: A State that **retains all, or a portion, of its tech prep grant** (Title II) for purposes authorized under Title II of *Perkins IV* must report its disaggregated tech prep enrollment for all its consortia in columns E and F.

A State that does **not** retain all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV* must put "PNO" (program not offered) in each cell in columns D and E.

A State that **offers adult programs** must report its disaggregated adult enrollment in column C. A State that **does not** offer adult programs must put "PNO" (program not offered) in each cell in column C.

A State must provide an unduplicated count of its “CTE participants” and must disaggregate data for its “CTE participants” by gender, race, ethnicity, special populations, and other student categories as required by NCLB.

Please follow this sequence of steps for reporting secondary, postsecondary, adult (if applicable) and tech prep (if applicable) student enrollment in the form, **"Enrollment of CTE Participants."**

Step 1 In columns "A-E," entitled "Number of Secondary Students," "Number of Postsecondary students," "Number of Adult Students," "Number of Secondary Tech Prep Students" and "Number of Postsecondary Tech Prep Students," report in rows 3 and 4 the gender count of participants enrolled in one or more State CTE approved courses.

> ***NOTE:*** *This will be an* ***unduplicated*** *student enrollment count. The program will automatically calculate row 1 for columns "A-E."*

Step 2 In columns "A-E" report in rows 6-11 **or** in columns "A-E" rows 13-19, the ethnicity count of the students enrolled in one or more State CTE approved course.

> ***NOTE:*** *These rows may contain a* ***duplicated*** *student enrollment count. States must use the 1997 standard for race and ethnicity.*

Step 3 In columns "A-E" report in rows 22-29 the special population count of the students enrolled in a State CTE approved course.

> ***NOTE:*** *These rows may contain a* ***duplicated*** *student enrollment count; for example, a student may be both "limited English proficient" and "economically disadvantaged."*

Note: Each cell on the student enrollment form "Enrollment of CTE Participant" must contain a digit, a "0" (zero), "N/P" (not provided), or "PNO" (program not offered).

A **"0"** indicates that there are no students in the cell.

An **"N/P"** means that the State attempted, but was unable, to obtain data from its eligible recipients. "N/P" will be counted as a "0" in aggregated totals. All cells with "N/P" must be explained in the Additional Information block at the bottom of the form.

A **"PNO"** might only be applicable for cells in columns C, D and E; it is not to be used for any cells in columns A and B.

Instructions for Completing the "Enrollment of CTE Concentrators" Form

A State must provide an unduplicated count of its "CTE concentrators" using the 16 career cluster categories recognized by OVAE and the National Association for State Directors for Career and Technical Education Consortium (NASDCTEc). The most updated definitions of these areas and the Classification of Instructional Programs (CIP) codes crosswalk are provided as resources to assist States in identifying student enrollment. These resources can be found on the Perkins Collaborative Resource Network (PCRN) Web site at http://cte.ed.gov. They can also be accessed at www.careerclusters.org.

If a program area or sequence of courses recognized by the State is broader than one of the 16 career cluster areas or cuts across more than one career cluster area, then the State must select the most appropriate cluster in which to place the student. If the State does not offer programs in one or more of the 16 career clusters, please indicate a PNO (program not offered) in that column. If the State has a different name for a cluster, the State should find the closest applicable of the 16 clusters in which to place the student.

This career cluster reporting system gives the State the decision to place State specific programs in a career cluster.

It is strongly advised that you complete the following steps prior to filling out the table called "Enrollment of CTE Concentrators":

a. Please assign the State CTE program to the most appropriate career cluster - if a State CTE approved program/sequence crosswalks to more than one career cluster, then do one of the following: (1) identify the most appropriate career cluster area for the program/sequence of courses, or (2) divide the program/sequence of courses into different program sub areas and assign each program sub area to its most appropriate career cluster area; and

b. Report each student in only one career cluster area if a student's program/sequence of courses includes more than one career cluster area the student should be included in the career cluster area for which that program is most closely affiliated using the suggested crosswalks.

These are the sequence of steps you should follow for reporting secondary, postsecondary, and adult (if applicable) student enrollment in the form **"Enrollment of CTE Concentrators":**

Step 1 Report in columns "A-P" rows 2-4, and 6-8 the unduplicated gender count of concentrators enrolled in the 16 broad career cluster areas.

> ***NOTE:*** *This will be an* ***unduplicated*** *student enrollment count. The program will calculate column "A-P" rows 4, 8, and 13. The program will also calculate all cells in column Q.*

Step 2 - If your State offers adult programs, report in columns A-P, rows 10 and 11 the unduplicated gender count of adult concentrators enrolled in 16 broad career clusters. A State that does **not** offer adult programs must put "PNO" (program not offered) in these cells.

> ***NOTE:*** *This will be an* ***unduplicated*** *student enrollment count. The program will calculate column "A-P" rows 12 and 13. The program will also calculate all cells in column Q.*

PERFORMANCE REPORT: ACCOUNTABILITY DATA FORMS

General Information Pertaining to All Forms

Note: Each cell on the student accountability form must contain a digit, a "0" (zero), "N/P" (not provided), or "PNO" (program not offered).

A **"0"** indicates that there are no students in the cell.

An **"N/P"** means that the State attempted, but was unable, to obtain data from its eligible recipients. "N/P" will be counted as a "0" in aggregated totals. All cells with "N/P" must be explained in the Additional Information block at the bottom of the form.

Please refer to the Performance Reports: General Guidance Section for information on disaggregating information on students by race, ethnicity and special populations.

Migrant students are to be reported only on secondary forms.

Postsecondary forms include a row called "Unknown" if your State chooses to report disaggregated data by race and ethnicity using the categories and definitions based on the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity that was issued by OMB in 1997.

Separate forms are provided for any State that has submitted and received approval for student definitions and measurement approaches for **adult** postsecondary career and technical education programs as part of its *Perkins IV* State Plan.

Separate forms are provided for any State that has identified additional indicators of performance as described in Sec. 113(b)(2)(C) of *Perkins IV*.

INSTRUCTIONS FOR COMPLETING THE SECONDARY AND POSTSECONDARY CORE INDICATORS BASIC GRANT ACCOUNTABILITY FORMS

Instructions for:

1S1: Attainment of Academic Skills-Reading/Language Arts
1S2: Attainment of Academic Skills-Mathematics
2S1: Technical Skill Attainment
4S1: Student Graduation Rates

Step 1—Report in column "A" rows 3-29 the total number of career and technical education students meeting the State's numerator definition for each population (gender, race/ethnicity, special population and tech prep) identified in column A. **NOTE: The program calculates row 1.**

Step 2—Report in column "B" rows 3-29 the total number of students meeting the State's denominator definition for each population (gender, ethnicity, special population and tech prep) identified in column B. **NOTE: The program calculates row 1.**

- Column "C" **You do not enter data in this column.** Row 1 "Grand Total" is pre-populated with the Final Agreed Upon Performance Level for the reporting period. Rows 2-29 do not require data.
- Column "D" **You do not enter data in this column.** The program calculates rows 3-29 the total percent that identifies the actual levels of performance for this program year.
- Column "E" **You do not enter data in this column.** Row 1 "Grand Total" will have an "E" if the actual Level of Performance has exceeded the adjusted Level of Performance. An "M" will be placed in the row if the level is met. A "D" will be placed in the row if the level is not met.
- Column "F" **- You do not enter data in this column.** Row 1 "Grand Total" will have a "Y" if the actual Level of Performance has met or exceeded 90 percent of the adjusted Level of Performance. An "N" will be placed in the row if the level is not met.

Note: "PNO" is only applicable for cells in row 29, Tech Prep. A State that retains all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV* must report its tech prep students as a disaggregated population on all required accountability data forms. A State that consolidates its funds does not.